Highlights of this term’s edition include:

Nadine Malcolm is the Specialist Curriculum leader of Languages and te reo Māori teacher at Rototuna Junior High School who also has a keen interest in Task- Based language learning and second language acquisition in school settings...continued on page 3

The Education Summit Advisory Group have continued to consult with communities interested in the vision for the future of Education in New Zealand ... continued on page 4

On 15 September, the fifth Chinese Immersion Day Canterbury/Celebration of 2018 New Zealand Chinese Language Week was held in the assembly hall of Christchurch Boys’ High School. ... continued on page 7

At the NZALT Conference in July, I had the privilege of taking on the role of President of the NZ Association of French Language Teachers. With the support of the French Embassy, the NZAFT promotes the teaching and learning of French across New Zealand ... continued on page 8

On Friday 28th September, 11 students of German from Auckland to Dunedin arrived at the Goethe-Institut in Wellington to take up their prize in a national creative translation competition. The students ... continued on page 11

On 7 June the Canterbury Network of Japanese Teachers hosted the “Konnichiwa” Canterbury Senior Secondary Schools Japanese Speech Competition for the first time since 2013.... continued on page 12

The Korean Education Centre in New Zealand (Director Il Hyoeng Jeong), held the 6th New Zealand Korean language competition on Saturday, 22 September at the University of Auckland (Human Science Building) to celebrate the Korean language day and the Korean language week (24-30 Sep)... continued on page 15

The theme of this year’s Tokelau Language week is – E kukutia te tiugā lakia. E kukulima kae ala tahi, which translates to – Gather together the flock of birds. Hold hands and go forward in one direction... continued on page 16

The ILEP team is happy to welcome Juan Ramón Bautista Liébana. Juan is following in Cristóbal’s footsteps as National Spanish Adviser. In this role Juan Ramón will use his skills to support schools and teachers of Spanish ... continued on page 18
Hi! Privet! Salem! My name is Mariya Sadykova. I am the new editor of the Learning Languages Newsletter. You probably wonder what country uses both “Salem!” and “Privet” as their greetings. I am from Kazakhstan and we speak both, Kazakh and Russian in my native country. I have been living in New Zealand for six years and learning a new language is not easy but achievable, for sure! I fully agree with Hone Tuwhare, Māori New Zealand poet that “Another language opens up a whole new window on the world”. I had an amazing English language teacher back in Kazakhstan who helped me to open a “new window on the world”. Speaking of teachers, the whole world celebrated World Teachers day on 5 October. It is very important to acknowledge you teachers, “the instructors of the world” who foster a learning environment.

The language community around Aotearoa has been very busy and active during Term 3. We celebrated five different Language Weeks, had the chance to watch movies at several film festivals. The ILEP Languages Roadshow was certainly another highlight. In its second year, it was again a great opportunity for National Language Advisers and Teacher Development Advisers to collaborate with teachers of languages across Aotearoa. At each location, ILEP provided language curriculum support workshops around pedagogy, language and culture. It was fantastic to see how teachers form clusters and become sustainable in their professional development.

In this edition Tessa and Ed will share stories about their trips to Japan (p.12, p.13). Do not miss to read Annabel’s story about her experience in Chile (p.19) and join us in welcoming our new ILEP team member Juan, National Spanish Adviser (p.18)!

Mariya Sadykova, ILEP Community Engagement Coordinator, community@ilep.ac.nz

From the Editor’s desk

FREE WEBINARS FOR TEACHERS OF ALL LANGUAGES
ILEP National French Language Adviser Manu Menard offers free professional webinars on the Task-Based approach for teachers of all languages. Join online from anywhere in New Zealand.
Check Manu’s blog for more information and past webinars.

UPCOMING EVENTS

FREE WEBINARS FOR TEACHERS OF ALL LANGUAGES
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ILEP LANGUAGE TEACHER WORKSHOP
Culture in Language Classrooms- CHINESE- JAPANESE KOREAN
9 November Wellington
Culture in Language Classrooms- CHINESE- JAPANESE KOREAN
16 November Napier

INAGURAL LECTURE FOR PROFESSOR MARTIN EAST
30 October 2018 Auckland
“We really must learn to speak other languages. So why is language learning languishing?”
Professor Martin East is an experienced teacher of languages at both secondary and tertiary levels. He currently works in Applied Linguistics and Language Teaching in the School of Cultures, Languages and Linguistics, Faculty of Arts, University of Auckland.
In his inaugural lecture, Martin East will take the audience on a journey through his development as a language learner, language teacher, and language teacher educator. He will talk about some of the elements that make up successful language learning, alongside the barriers to greater success and the questions that remain to be addressed.

HARNESSING THE POWER OF FEEDBACK
At this event John Hattie will discuss the effect of feedback on student learning and what research, theory and teaching expertise tells us about the power of feedback.
29 October 2018 Auckland

JAPANESE AND KOREAN LANGUAGE DAY
North Asia Cape will host a day of fun language and culture activities aimed at Year 9 and 10 students of Japanese and Korean and their teachers.
17 November 2018 Auckland

HAVE YOUR SAY
Visit the hub for the Education Conversation l Kōrero Mātauranga to have a conversation about building not just a better education system but the world’s best.
Feature – The integrated way

Nadine Malcolm is the Specialist Curriculum Leader of Languages and te reo Māori teacher at Rototuna Junior High School who also has a keen interest in Task-Based language learning and second language acquisition in school settings. We have had a chance to ask her about the cross-curricular teaching methods that she applies in her practice:

*Kia Ora. Ko Nadine Malcolm tōku ingoa, he uri ahau nō Mataatua waka me Te Arawa waka. I have been at Rototuna Junior High School since the foundation year in 2015 (Term 4). Prior to this, I worked at Hukanui Primary School in Hamilton supporting teachers in teaching te reo Māori.*

**Could you please explain how you apply cross-curricular teaching methods in your school?**

At Rototuna Junior and Senior High, we run all our classes as integrated curriculum modules. Teachers pitch ideas to curriculum leaders based on the 2 year plan and then two areas are paired together and given a creative snazzy name to ‘hook’ the students in. Students’ choices are tracked so there is balanced coverage of the curriculum.

At this stage, our language modules are only integrated in the year 7 and 8 module lines. Year 9 and 10 language classes run on their own and are not integrated yet. The reason for this is the huge amount of time and coverage needed to spend on the chosen language given the majority of students come in at year 9 at level 1 of the curriculum.

Our hope is that in a few years, and when languages are delivered better nationwide, we as language teachers won’t have to play catch up at the secondary level. Perhaps then, we can deliver our year 9-13 languages programme in an integrated way. We have certainly had some innovative and exciting year 7/8 integrated language modules.

**How do language teachers in your school use cross-curricular teaching methods?**

We currently have Spanish, French and te reo Māori run as integrated language modules. Spanish and French are paired with Dance/Drama this semester and te reo Māori is paired with Food Technology. Some of the other modules we have had in the past are Science/Te reo, French and Te Reo with Music, Te Reo/Visual Art and Te Reo/Health and Physical Education.

**What successes and failures have you faced during your teaching practice?**

We were lucky enough to gain a Teacher-Led Innovation Fund, which allowed us to inquire deeply into languages and integration. Some of the main findings were that students were MORE likely to choose a language class when paired with another curriculum area. This was particularly true for te reo Māori. Integrating allowed for authentic and rich contexts. We also found that student engagement improved as well.

This year is our third year in with integration and we have found that some pairings work better than others do. Languages are definitely a great match with any of the ‘Arts’ areas. Food technology is also amazing paired with languages. A career highlight so far would be my current module – “kai and who am I?” (Food technology and te reo Māori). The students developed a menu for a Matariki dinner for staff that incorporated foraged indigenous ingredients. Students offered kai to teachers in te reo. Other highlights include performances in Spanish and French (Language/Drama module).

**What do the students think about it? Have you noticed a higher level of engagement during the classes?**

With constant gathering of student voice, we know they enjoy it! A higher level of engagement was definitely achieved.

**How do you maximise the learning experience for students?**

We try as a staff to adhere to Universal design for learning principles (UDL), we offer a variety of ways to learn. Students have quite a bit of choice around the classes they choose.

In addition to this, our language classes follow a Task- Based learning approach. This aligns nicely with integration, providing students with ‘real world’ contexts and experiences.

**Do you have any plans, visions, or ideas regarding developing cross-curricular teaching in your school further?**

Our curriculum is integrated right up until year 12. It is our norm. Our vision is to keep innovating and improving our systems.

Three years in, we are at the stage where we are repeating successful modules. We get very good at changing and being flexible and are blessed with what I think are a visionary leadership team who lead by example. They support us in our decisions and encourage us to be creative and fail sometimes!

**What tips would you give to other practitioners?**

Timetables need to allow for the collaboration of teacher planning. We all follow the timetable with our co-teachers in mind so that we are free at the same time to plan. This requires a huge commitment by the school.

**Is it important to know more than one language in your opinion and why/why not?**

This quote best sums up how I feel about teaching and learning languages: “One language sets you in a corridor for life. Two languages open every door along the way.” — Frank Smith

Having taught at the primary and now secondary level it is glaringly obvious that we as a nation need to do better. I am sure I am not the only one who shares the frustrations of students at year 9 entering our classes for the most part at level 1 of the languages curriculum. We try hard to not to let that happen in other curriculum areas and it should not be this way for te reo Māori and our ‘other’ languages.

**Is there anything else you would like to add?**

Integration is magic when the ‘other’ area can help embed the language, if the ‘other’ area is not an obvious tool by which to embed structures, it can be equally as powerful to wrap the language in a motivating and authentic context which drives the learning. After all, life does not have silos either.

We believe we are delivering the NZC in the way that it was envisioned. Everything is integrated.
Kōrero Mātauranga

The Education Summit Advisory Group have continued to consult with communities interested in the vision for the future of Education in New Zealand. To that end, they have established the EdConvo Hub Kōrero Mātauranga. This is an excerpt from their latest update: “The Hub lets you see documents and reports associated with the Government’s Education Work Programme.” You can also see who is on the various Education Work Programme Advisory and Reference Groups providing advice on the Programme. And you can download the Education Work Programme “How I can get involved” for the latest on “How to have your say”.

This is what they will be doing in the next few months:

- Reporting to you on the analysis of your comments from the Education Summit
- Reporting in detail on the responses to the online education survey from Māori, Pacific people, and people with disabilities or who are receiving learning support. These reports reflect what these respondents are saying about building a better education system
- Reporting back to stakeholders on the first round of consultation on the Vocational Education and Training System Review
- Beginning consultation, with targeted groups and with the education sector, on the draft National Education and Learning Priorities (NELP). The NELP sets out the Government’s medium term education priorities for early learning services, schools, and kura. There will be a public consultation on the draft NELP in 2019
- Continuing our wānanga with Māori on the future of education
- Reporting back to our Pacific communities on the education fono held with them
- Consulting publicly on the future of Curriculum Progress and Achievement.

Go to the EdConvo Hub today and have your say!

By Stephanie Mortimore, ILEP

NZ Sign Language as a tool in learning languages

Kelly Tilton, second year teacher at Blockhouse Bay Intermediate focuses on teaching New Zealand Sign Language in conjunction with Te Reo Māori or Spanish together. We have had a chance to ask Kelly more about her practises and her plans for the future.

What are the reasons to teach two oral languages at the same time?

I have fluent or near fluent speakers of both languages in my class who can act as class experts and help all of us with our pronunciation and understanding of the languages and sometimes the culture around the language.

Also, I wanted students who were already fluent in one language to have an opportunity to participate in a new language and engage not only as experts, but learners. What I have found is that by giving students the choice to learn one language, they start to learn the other language as well, even if they were not initially interested in it.

What do the students think about learning NZ Sign Language at the same time as Spanish and/or Te Reo Māori?

We have just completed a survey in class around this. Of the 28 students who completed the survey 13 responded that they think learning Sign Language is helping them learn and remember the 2nd (and 3rd) language, 7 responded it is helping and 5 responded that it was definitely helping and useful in aiding their memories. Something that I was also very interested in at this stage was, are students enjoying this? I wanted learning languages to be something they look forward to. When surveyed 27 of 28 students placed themselves somewhere between “I enjoy it” and “it’s my favourite thing.” To me this is a huge success, as at the beginning of talking about learning languages there was a lot of sighing and eye rolling.

What system have you incorporated in teaching languages?

Students get a say about what they want to learn and the kind of language they want to focus on. We find times in the day where we can quickly practice what it is we already know. Sometimes I’ll ask students to have the longest conversation they can in either Te Reo or Spanish (it is interesting that at these times often students are using the signs without thinking or using them to prompt their partner who has forgotten how to say something). We also play games. One of the most favourite games is a speed and accuracy game where I say a word in English, Te Reo, or Spanish and they have to give the correct sign – in this game they sit down if they get it wrong or take too long and students love the competition. We have also played a version of Chinese whispers in NZ Sign Language to get students paying attention to each other and signing precisely.

You are a participant in the ILEP Introduction to Language Teaching Programme this year. How has this been helpful?

What I found most helpful about the introduction programme was that it suddenly made teaching languages less scary. The programme gave me some game ideas, and inquiry process gave me permission to look at something I had always thought might be helpful but had never tested – Would learning NZ Sign Language (or actions) at the same time as learning another language help you remember it better?

What are you planning to do next?

In relation to teaching languages, I’ve been inspired by students’ readiness and their wanting to learning language and how NZ Sign Language has assisted in this. I’m currently in the process of developing resources that I plan to make available to teachers that incorporate NZ Sign Language and Te Reo with the option of adding or substituting a different language.

I want to be able to incorporate language and cultural teaching as part of this new endeavor, and showing a genuine value for each student’s personal background and culture will help me demonstrate how they are valued as a person, that their story is important, and they have a part to play in creating their future.

Language in Education Strategy

Given the multiple reviews of Aotearoa’s education system that are currently under way, 2018 is an ideal time to promote a more deliberate and planned support for languages learning and use, recognising the value this would bring for Aotearoa New Zealand’s social cohesion and economic development on the international stage. To this end, the Auckland Languages Strategy Working Group has published a Strategy for Languages in Education in Aotearoa New Zealand, which sets out a 15-year plan towards enabling every young New Zealander to learn and use te reo Māori as of right, throughout their schooling, and to be supported to further strengthen and use their first or heritage family languages, and/or to learn a community or world language.

The strategy has been sent to relevant ministers and to key officials in several government agencies and has also been shared via social media. It is available on COMET’s website.

It was principally developed by three lead authors (Morgan Patterson, ILEP; Jeff Johnstone, Cognition Education; and Susan Warren, COMET Auckland), with extensive advice and input from a wide range of language experts and organisations across many different languages and areas of expertise, including local, regional and national organisations such as ILEP, CLANZ, TESOLANZ, English Language Partners and Multicultural NZ.

By Susan Warren, Te Hononga Akoranga COMET
Languages Roadshow 2018

Nelson kicked off the Roadshow at the end of July this year with teachers travelling as far afield as Greymouth to attend. Other destinations included Timaru, Dunedin, Invercargill, Kapiti Coast, Feilding and Rotorua throughout the month of August.

Our Teacher Development Advisors, Belinda and Stephanie, and many of our National Language Advisers delivered a range of workshops on topics such as Task Based Language Teaching, Differentiation and Belinda’s hit “Start your lesson with a bang and finish on a cliffhanger!”. Also presenting workshops were our invited guests: Shirley Bain, the National Moderator for Languages and Trudi Wigg from Education Perfect.

A huge thank you to our invited guests and to all Roadshow participants. We feel very privileged to be able to bring this event to you and hope we can do so again next year.

Comments from teachers who participated:

“I enjoyed all the workshops and I took something away from each one that I know I can integrate into my teaching and teaching programmes.”

“Linking with other teachers and having time to talk about ideas.”

“I think it was really well run. I liked having 2 options for 2 of the sessions, so I could choose what was relevant to me. Timing was good, the sessions weren’t too long. It was great!”

By Stephanie Mortimore, ILEP

Beaming into Classrooms

Classroom teachers are brushing up on their language skills alongside their students as they take part in online classes led by experienced language teachers.

Access to ultrafast broadband in schools has enabled children on multiple devices to connect with their online teacher using Zoom web conferencing. Real time virtual learning is supported by Google classrooms, where children can share their work, access learning resources and activities and communicate with their teachers and classmates. Whānau are also able to access these virtual environments to follow and support children’s learning progress.

Through this collaborative model, classroom based teachers work with the online teacher to support their online learners whereby they: Reinforce and support expectations, Model learning, Encourage participation, Give feedback to the online teacher, Assist with technical support, Differentiate for learners, Supervise and support learning between online classes, Assist with administrative & assessment tasks.

With a focus on teacher professional learning, this collaborative partnership can extend to be a teaching apprenticeship model where classroom teachers develop the skills, confidence, curriculum knowledge and access to shared resources that will empower them to teach introductory languages themselves. This collaborative model has been working in VLN Primary classrooms to support the teaching of te reo Māori, Mandarin, French & Spanish.

There is a growing need for language learning in schools, particularly for te reo Māori, which has been highlighted by the Languages in Education Strategy 2019 - 2033 and Education (Strengthening Second Language Learning in Primary and Intermediate Schools) Amendment Bill currently before parliament.

This type of creative partnership, which helps share expertise and grow teacher capability across schools, can be an effective strategy, combined with other PLD opportunities, to increase access to language learning opportunities for NZ learners.

By Rachel Whalley, VLN Primary
NZ National Chinese Bridge Proficiency Speech Competition 2018

The ceremony for New Zealand secondary school students was held at Westlake Boys High School on 4 August. 30 secondary school regional finalists from all over the country gathered in Auckland to showcase their Chinese oratory skills and cultural talents.

After almost four hours of ongoing competition, the winners were finally announced. Jamie Laing and Kyle Sterne, both students at Auckland’s St Peter’s College, won the Best Talent Award. Jamie Laing also, with Seth Robertson, Wellington High School; Michael Stanley, Rotorua Boys’ High School; Alexander Berns, Westlake Boys High School and Ariel Liew, Macleans College won the top prizes in the Senior Category. Ten Chinese students was held at Westlake Boys High School; Michael Stanley, Rotorua Boys’ High School; Alexander Berns, Westlake Boys High School and Ariel Liew, Macleans College won the top prizes in the Senior Category. Ten Chinese

Other winners on the day were Lesieli Katoa, Wellington East Girls College; Aaric Prasitdamrong, Carncot Independent School; Ruby Stretch-Treweek, Tahuna Intermediate School; Sohyun Kwon, St Margaret’s College; and Charles Yates, ACG Parnell College who won the top prizes in the Junior Category. Ten Chinese teachers were also awarded certificates as Best Coaches for their winning students.

Congratulations go to all the students who competed not just in the national final of the Chinese Bridge competition.

By Junye Shao, Confucius Institute Auckland

New Zealand Secondary School Chinese Teachers’ Roundtable Conference 2018

The 2018 New Zealand Secondary School Chinese Teachers’ Roundtable Conference, hosted by the Confucius Institute at Victoria University of Wellington (CIVUW) and co-organized by the Chinese Teachers Association of New Zealand, Wellington branch was held on 15 September. The conference brought together 50 Secondary School Chinese teachers from all over New Zealand.

At the beginning of the meeting, Rebecca Needham, Director of CIVUW, and Feng Yu, Vice President of the New Zealand Chinese Teachers’ Association and President of the Wellington branch, expressed a warm welcome to the guests and teachers.

The keynote speaker was Jonathan Newton, Associate Professor of Linguistics and Applied Linguistics at Victoria University of Wellington. He brought with him the speech titled “Teaching Chinese with tasks: Addressing the challenges and experiencing the thrills”. He skilfully used a Task-based teaching case called “Jonathan visiting China” to explain Task-based Language Teaching and also cleared up a few misunderstandings about Task-based Language Teaching, such as “the teacher’s role in Task-based Language teaching” and “Task-based Language Teaching only focuses on listening and speaking skills”, which improved teachers’ understanding of Task-based Language Teaching.

Victor Bao, internationally renowned Chinese teaching expert, gave a speech on “how to motivate students” from the following four aspects: “reason”, “method”, “reflection” and “application” which was filled with passion and humor. Raewyn Ho, from the Confucius Institute, Auckland, shared a series of teaching resources according to the New Zealand Language Syllabus.

The afternoon session focused on sharing teaching ideas. Bingmei Zhang and Judy Fang, two frontline teachers from Auckland, shared their experience of Intercultural Language Learning and Chinese Teaching for Year 9 and Year 10 Students respectively. The puzzles and solutions they mentioned in language teaching aroused the resonance of the teachers, and the humorous speech made the room full of laughter.

Later, the quick sharing section was intense and exciting. Four frontline teachers from Wellington shared their valuable teaching experience. Karen Hu from Confucius Institute Classroom of Wellington East Girls’ College introduced the badge system of their school. Lixin Wan, the Chinese teacher from Queen Margaret’s College discussed Chinese stratified teaching; Juliet Kennedy as a French, German and Chinese teacher presented listening comprehension in language teaching. After that, Angel Lin who works as a Chinese teacher at Wellington High School introduced a popular game in Chinese class, which was really fun.

Although the meeting was only for one day, all the teachers present spoke highly of the pertinence and richness of the conference. Rebecca Needham, Director of CIVUW, and Tian Huang, President of New Zealand Chinese Teachers’ Association, expressed their thanks to all the present teachers. The growth of teachers cannot be separated from the growth of teaching experience. Teachers gather together to share their experiences in Chinese teaching. Such collision of ideas will definitely sweep a Chinese teaching storm, which is undoubtedly of great benefit to the Chinese teaching in New Zealand and the professional growth of Chinese teachers.

By Yueqi Wu, translated by Xueqing Chen, Confucius Institute Wellington
Chinese Culture on Display

On 15 September, the fifth Chinese Immersion Day Canterbury/Celebration of 2018 New Zealand Chinese Language Week was held in the assembly hall of Christchurch Boys’ High School.

The event was co-organised by the New Zealand Chinese Teachers Association of Canterbury (NZCLAC) and the Confucius Institute at the University of Canterbury (CIUC). More than 200 local students and parents participated in the event. In the opening ceremony, the Headmaster of Christchurch Boys High School Nic Hill warmly welcomed the participants. Then Chinese Deputy Consul General of the People’s Republic of China in Christchurch Gong Chunsen and Christchurch City Councillor Anne Galloway, were invited to attend the event and delivered speeches respectively.

Gong Chunsen said that with the continuous deepening of economic and cultural exchanges between China and New Zealand, Kiwi children have got increasing opportunities of learning Chinese and experiencing Chinese culture as well. Today, over 15,000 people in the South Island of New Zealand are learning Chinese. “Chinese is an ancient language and still in use. Learning Chinese will open a new window for you. This window will make you understand our philosophy and our culture.”

Anne Galloway expressed the great appreciation to CIUC, NZCLAC and Christchurch Boys’ High for their thorough preparation for the Chinese Immersion Day. “In a multicultural country like New Zealand, learning a foreign language has become greatly important.” She also encouraged students who have already started learning Chinese to continue to challenge themselves and learn Chinese well.

After the VIP speeches, the audience enjoyed various stunning performances of a lion dance, singing and dancing performances provided by many schools like Christchurch Boys’ High School, St Teresa School, Lincoln High School, and St Margaret’s College etc.

After the performances, the teachers from CIUC and NZCLAC showcased a variety of cultural activities and games, including a tea ceremony, Chinese knot making, Chinese paper-cutting, calligraphy, blowing plum blossom painting as well as fun Chinese language games.

Matthew and Hamish, two boys from Mt. Pleasant Primary School, said excitedly “Chinese culture is so cool! We have done paper-cutting, plate painting and Chinese knots on our own! What an exciting weekend!”

Penny Ground, who took two daughters to the event, said: “My four children are learning Chinese. Two sons have participated in Chinese cultural experience camp last year. I always encourage those two girls to learn Chinese as well. Participating today in the event, is also to enable them to experience the charm of different cultures, and establish confidence in their learning Chinese.”

This Chinese Immersion Day is an important initial event for the NZ Chinese Language Week. In the following weeks, CIUC will hold a series of cultural events in Hub Mall Hornby, Shirley Library, Ilam School, Columba College and other schools in Dunedin to bring a rich cultural experience to the community and schools by celebrating Mid-Autumn Festival and Confucius Day.

By Huili Feng, Christchurch Boys’ High School

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Prof Ding visits NZ

2018年7月28日至8月1日，华东师范大学国际汉语文化学院副院长、国际汉语教师研修基地副主任丁安琪教授应邀在新西兰基督城、惠灵顿和奥克兰进行了系列汉语教学讲座，讲座内容包括汉语语音教学、汉语词汇教学、课堂教学等多个方面。该系列讲座由中国国家汉办提供经费，奥克兰孔子学院、新西兰教育部国际语言交流发展项目（ILEP）、新西兰中文教师协会、基督城男子高中和惠灵顿高中等共同组织，吸引了全国各地的近百名汉语教师及孔院志愿者前来交流学习。

系列讲座内容丰富、气氛活跃，参加讲座的老师和志愿者们积极参与交流讨论，对汉语语音教学、词汇教学和课堂教学中存在的问题，解决对策、教学设计等均有了更深入的认识。他们表示在今后的教学实践中，一定会不断完善自己的课堂教学，设计更全面有意义的教学活动，努力推动汉语教学的进一步发展。外文翻译者：何雯

By Dr. Jiwei Fu, National Chinese Adviser

Experience Asia

The Asia New Zealand Foundation offers schools Experience Asia grants to support events that help students increase their understanding of Asia. In September, Auckland’s ACG Parnell College put one of these grants to good use during a week of events to celebrate the school’s cultural diversity. The school’s cultural week was a vibrant and colourful experience that enabled students to experience different cultural activities and food. Each day had a particular focus, including Korean, Indian, and Chinese cultures. The school used one of the Foundation’s Experience Asia grants to support events that help students increase their understanding of Asia.

The school used one of the Foundation’s Experience Asia grants to support events that help students increase their understanding of Asia. In September, Auckland’s ACG Parnell College put one of these grants to good use during a week of events to celebrate the school’s cultural diversity. The school’s cultural week was a vibrant and colourful experience that enabled students to experience different cultural activities and food. Each day had a particular focus, including Korean, Indian, and Chinese cultures. The school used one of the Foundation’s Experience Asia grants to support events that help students increase their understanding of Asia.

Experience Asia grants to cover the costs associated with hosting a performance from a Lion Dance group from Northcote Intermediate. Students from both the primary and secondary schools were able to experience this traditional Chinese dance. It was performed in front of a packed house on both occasions and greatly appreciated.

By Asia New Zealand Foundation
Manu Menard, National French Adviser, has been busy preparing and running webinars, workshops and his website blog.

Manu facilitates a fortnightly webinar on the Task-Based approach from 8-8.30pm on a Monday night. It is delivered in English through the Zoom platform which doesn’t require you to do anything except to click on the link and make sure your mute button is turned off. That’s it! If you can’t attend live, catch up on the webinars page of Manu’s website. You just need to scroll down to the “Google Folder” link where the powerpoint presentations and recorded webinars are. Let your international languages colleagues know about it!

There are at least three workshops Manu is planning in Auckland, Wellington and Christchurch during late October and the beginning of November. They are called “Let’s DO great teaching!” and are free of charge and vary in length. They are all about discovering and enjoying a mix of cooperative, competitive and theatresport activities within a Task-Based approach framework.

Have you had a chance to look at Manu’s website blog? He has shared all his teaching units here and there are loads of diverse posts for you to get inspired by. You can find many useful articles about Task-Based approach, latest news and stories. Manu also invites you to become a contributor to the blog so you can share your stories. Most posts are in English, others are in French.
Auckland Interschool Secondary French Quiz

Take 100 Year 12 and 13 students, squeeze them into a room with snacks that defy any healthy eating policy and you have the Auckland Interschool Secondary French Quiz. A rainy night in Auckland on 21 August did nothing to dampen the enthusiasm of the competing schools. They came in blazers or in costume - prepared to lay all, including their dignity, on the line.

Participants came from: Auckland Grammar School, Baradene College, Birkenhead College, Carmel College, King’s College, Kristin School, Marist College, St. Cuthbert’s College, St. Mary’s College, St. Peter’s College, Rangitoto College, Westlake Boys High School, Westlake Girls High School

Awards were handed out for best team name, best costumery and various other moments throughout the evening. There was Celine Dion, headwear, wigs and a fair amount of laughter.

The teachers’ round was taken out by Gary Holt from Kristin – a grammar champion in spite of quiz master confusion!

Eight rounds and a few hours later, St. Mary’s took out the win with King’s College and St. Cuthbert’s a close second and third place.

Nothing would have been possible without the willingness of the staff who transported their students and inspired them to come as well as marking each round.

Special thanks must go to the St. Mary’s French staff who totalled scores and made difficult dance off decisions and to ILEP for furnishing us with extra prizes.

Of course, the reason why we have been able to hold the quiz for 3 years now is due to the generosity of the NZAFT and the Mark Williams Award.

While holding the event in Term 3 is not without its challenges, it certainly bolstered enthusiasm amongst the seniors come option choosing time.

If anyone in the other regions wishes to run a quiz I have a stock of questions to adapt – feel free to be in touch.

By Priscilla Lynch, St. Mary’s College
NZAFT Regional Officer – Auckland

Boosting French in New Zealand

Two of this year’s Language Assistants for French, Astrid Kaisermann and Léa Servais, have decided to boost the promotion of French in New Zealand by interviewing people about the benefits of using French in Aotearoa. All the videos of those interviews have been put together and Astrid and Léa are now in the process of creating a teaching resource.

“We are Léa and Astrid, two French girls living in Auckland this year. We gave ourselves a challenge: to make Kiwis want to learn French, as well as other languages.

To do so, we have created a project called “Et toi, pourquoi tu parles français? ”

We have met with 9 different persons who speak French and English (at least). We have interviewed them (in French) so they can share a bit of their life with us and tell us why learning a foreign language is very beneficial for us!

You can find all the interviews done in French on our Youtube channel LA Project. We have also created French and English subtitles for the videos. You can access them through the Youtube video player menu.

In addition to this, we have created a website in French and in English, where the videos can also be found as well as the transcriptions of the interviews in French and in English AND educational resources on them (listening exercises - that can be turned into reading exercises if you use it with the transcriptions). Those documents can be downloaded for free from our websites.

We sincerely hope you will have fun with our work and that you will succeed in convincing students to keep learning a language!”

By Priscilla Lynch, St. Mary’s College
NZAFT Regional Officer – Auckland
Film in the German Language Classroom

With the German Film Festival in mind, I offered workshops for teachers of German across the country on the topic “Film in the German language classroom”. Teachers in Auckland, Wellington, Dunedin, Christchurch and Invercargill got together to explore resources on the classic film “Vorstadtkrokodile”, English name is “The Crocodiles” to analyse their methodological approaches and intercultural potential and to discuss how to use them in a truly learner-engaging way.

We also looked at how to prepare students for film screenings in cinemas so that these visits are beneficial for the teaching and learning of German culture and language back in the classroom. Many ideas were shared and expertise was exchanged which can be applied to the next German Film Festival in 2019.

It was a great opportunity for teachers of German to share and extend hands-on tools about what works when teaching film in German.

By Heike Papenthin, National German Adviser

German Film Festival 2018

The German Film Festival run by the Goethe-Institut, was held this year for the tenth time and at even more places in New Zealand, bringing a total of 11 recent German language films in 47 screenings to audiences in the South and the North Island free of charge.

Different genres were represented, from drama through documentaries to comedies, starting in Wellington with the wonderful intercultural documentary “The Night of All Nights”.

The Goethe-Institut also arranged school screenings of “Queen of Niendorf”, a film set in the quiet countryside of Brandenburg, depicting the observations and adventures of a girl during her summer holidays.

A very special film was “Pure Charcoal”, a beautiful documentary on the art of charcoal making in a village in the Swiss Alps, with stunning landscape shots and a spherical soundtrack. This film was screened in partnership with the Swiss Embassy in Wellington.

The Austrian Embassy in Canberra sponsored “Mademoiselle Paradis”, a film which brought the moving story of a blind female pianist in Rococo Vienna to our attention.

And while this film centered around a classical pianist, the road movie “Magical Mystery or the Return of Karl Schmidt” was a hit especially among techno fans, of whom there were many in the audience.

A very moving film was “The Silent Revolution”, dealing with the wordless protest of a class of “Abiturienten” in East Germany in 1956 and its tremendous consequences for them and their families – many people left the cinema in tears.

COMING UP FOR GERMAN

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<td>30 October</td>
<td>“Kia Orana” - Art project from the Cook Islands</td>
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<td>“German Film Series at the Govett-Brewster Art Gallery”</td>
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By Heike Papenthin, National German Adviser
On Friday 28th September, 11 students of German from Auckland to Dunedin arrived at the Goethe-Institut in Wellington to take up their prize in a national creative translation competition. The students from Green Bay High School and Pakuranga College in Auckland, Raphael House Rudolf Steiner School in Wellington and Columba College in Dunedin had all “translated” two verses of a poem by Albert Einstein into visual form – a poster, a drawing, an animated film and a series of images. Their prize was a two day workshop with the graphic artist Sarah Laing.

On the evening of Friday 28th September the students presented their original work as part of the book launch of Sarah Laing's comic version of Einstein's poem about a visit to the dentist, „Bolschi“ in an exquisite publication by Wai-te-ata Press.

Marco Sonzogni, Reader in Translation Studies at Victoria University of Wellington, congratulated the students on their creative and original interpretations of words written by the pre-eminent theoretical physicist of the first half of the 20th century.

By Judith Geare
“Konnichiwa” – Canterbury Speech Competition

On 7 June the Canterbury Network of Japanese Teachers hosted the “Konnichiwa” Canterbury Senior Secondary Schools Japanese Speech Competition for the first time since 2013. This event was run as part of the University of Canterbury Japanese NCEA Day, and five strong candidates spoke on various topics.

Annalise Fleming from St. Andrew’s College won the competition with her topic, “Healthy Lifestyles”. Annalise was then selected as the representative speaker for New Zealand at the Australian National Final Japanese Language Speech Contest which was held in Sydney at the end of the holidays.

By Taka Kuze, Cashmere High School, Coordinator of Konnichiwa Speech Competition

COMING UP FOR JAPANESE

14 November
Japanese Teacher Workshop
Dunedin

15 November
Japanese Teacher Workshop
Wellington

27-28 October, 6-8 November,
22-25 November
Japanese Film Festival
Wellington, Christchurch, Auckland

24 November
Japan Festival
Wellington

8-9 December
JSANZ Symposium
Auckland

Experiencing Fukushima

I was given the opportunity to travel to Fukushima through the 2018 Fukushima Kizuna Revitalization Project with Rachel Austen who teaches Japanese at Lincoln High School, Christchurch. The Programme had begun in the 1990’s but was stopped due to The Great Kanto Earthquake and Nuclear Disaster that occurred in 2011. It started back up again in 2016 as a way of helping New Zealand Japanese teachers understand the rebuilding and revitalization that had occurred in Fukushima after the disaster as well as create a strong, heart-felt connection with Fukushima people. During this time we were able to meet Junior High School and High School students and teachers, learn about radiation testing in food and soil, and stayed with a local Japanese family to gain a stronger understanding of the local culture.

Throughout the ten days we were there, we were able to learn a lot about what the Fukushima people have done to better prepare themselves for any future disasters. We were given a tour of Hisanohama Disaster Center which was built as both, a disaster prevention center and as a community center as well. The architecture was very well thought-out; the bottom level was glass so if a tsunami came it would simply flow through the building. The stairs to the upper levels were designed so that they were easier for the elderly to climb, they had even considered the surface of the floor so it would be comfortable enough for a frail person to sleep on. They had both solar power and a generator so if there was another disaster they would be able to survive there for three to five days. The community involvement with building and designing such a structure was an amazing achievement, the disaster had created a more aware and caring community of people.

The most meaningful experience Rachel and myself shared was meeting the students of Tomioka Junior High School. They had recently relocated back to the small town that was 20km away from the nuclear power plant. The decontamination had been complete so they were able to return safely. The combined Primary and Junior High School had twenty students in total. They welcomed us warmly and we were able to share information about New Zealand as well as teach them how to do their “Pepeha”; introduce themselves in Māori. The teachers and students were like a whānau, the teachers understood the students deeply and were aware that they had suffered so much. Teaching them about the importance of Tūrangawaewae for Māori resonated with these students as they themselves had been barred from coming back to Tomioka due to the risk of radiation. The students and teachers were motivated to move on from the disaster and create an environment where grief is remembered but plans are made for the future.

The Fukushima Kizuna Revitalisation Programme was one the most meaningful and rich experiences I have ever had. I was able to connect with local people on a deep level as well as learn a great deal about the rebuilding and decontamination efforts the Fukushima people have made over the past seven years. Rachel and I were overwhelmed by the support of the Fukushima Government and the hospitality we were given. We would recommend this programme to Japanese teachers in New Zealand as a way to forge a connection with Fukushima and Japan.

By Tessa Moxey, Waiopehu College
“Matsuri” with Massey

Enthusiastic Year 9-13 students of Japanese and their teachers from local high schools took part in a matsuri (festival) on 5 July at Massey University, Palmerston North. The event was organised by the teachers, led by Elin King, Dave Stout and Tessa Moxey, and hosted by the Japanese programme, School of Humanities, Massey University. 100 students and eight Japanese teachers from six schools attended. The Sasakawa Fellowship Fund for Japanese Language Education generously funded the event.

This year is the first for the matsuri. Previously an annual Manawatu Speech Contest for secondary schools has been held, organised and hosted by Massey, but a marked decline in uptake has been a cause of concern. Teachers and Massey staff agreed that it was time for a change, to try out something different, which would have a wider appeal, be more inclusive and require less preparation - yet still provide an opportunity for senior students in the region to get together and share their love of Japanese language and culture. The speech contest was integrated as part of the day’s line-up.

And so students experienced a day of fun, creative and cultural activities on a Japanese theme: origami and manga contests, a history and geography quiz, a shared sushi lunch and an impromptu performance by students and staff of ‘The Devil’s Pants’. Organisation of the activities was delegated to individual teachers with Dave Stout serving as MC for the day.

The speech contest (in its 24th year) was judged by Mr Toshi Yamauchi and Dr Penny Shino, Japanese programme, Massey University. Topics ranged from cats, to Harajuku street fashion, the online world and Rarotonga. Judges commented on the range and sophistication of vocab being used, thanks to the wide range of online resources students now have access to.

The undoubted highlight of the day was a demonstration of kyūdō (Japanese archery) headed by Steve Needham, head of Japanese, Freyberg High School. The strong ritual and meditative elements completely enthralled the students, ‘so quiet you could hear a pin drop’, as one teacher commented.

The matsuri was rated a huge success and is likely to become an annual fixture with even more activities. It is a valuable opportunity for students to meet other students of Japanese from other schools, and benchmark themselves against them. And its success was thanks to the high level of collaboration of local schools with each other and with the local university.

By Dr Penny Shino, Massey University

Confidence booster Kansai

I was apprehensive about applying for the full Japanese immersion programme as my Japanese is limited. However, after checking with the ILEP team and receiving an encouraging response, I sent my application in. I was thrilled to learn I was selected.

When we arrived, we were shown around the Kansai Centre and met people from all over the world who were also here to learn Japanese. The week started with a Shudo lesson run by a charismatic sensei. She made a difficult process seem easy. Our next task was to plan our itinerary for Wednesday where we would go orienteering around Osaka. The day was a lot of fun as I negotiated my way around the city using learned phrases with no problems and it was a real confidence boost for my language skills. It was great when we met up at the end of the day to compare stories and photos.

On Friday we visited Sano High School. We were warmly welcomed, shown around the school and then spent time with the English club talking with them about New Zealand. The next day we woke to a beautiful day which we spent with a host family. The hospitality was overwhelming and the home cooked food was delicious. Sunday was a free day, some met up with friends and spent time in Osaka, while Carl and I jumped on the train and headed for Nara, somewhere I have always wanted to visit. I was thinking that would be the highlight and hard to beat. Then Monday rolled around. The team travelled to Kyoto where we had a private screen printing lesson with a personable and engaging sensei. After observing him create an amazing piece of art, we all had a turn at creating our own.

Tuesday we were treated to a primary school visit close by. The children were extremely excited to see us and to spend time with us! They also loved our presentations about New Zealand.

Wednesday started with a Taiko lesson which was run by a group of energetic retirees. They worked with us and in no time, had us reading the music and playing the drums.

All five of the participants agreed, we were “extremely privileged to have this opportunity and immerse ourselves in so many wonderful experiences”.

If you think you’d like to go on this programme or the others available, regardless of your ability, I strongly recommend talking to the ILEP team and applying.

By Ed Banks, Fergusson Intermediate
Korean Language Class Fund 2019

The Korean Education Centre (KEC) has been promoting and supporting the Korean language and culture to schools in New Zealand since 2012. From 2019, schools may apply for additional funding through the CAPE programme (Centre of Asia-Pacific Excellence) if they wish to teach more hours for the Korean language class.

- The Fund covers the salary of a Korean language teacher ($40.00/hr)
- KEC supports the salary of the Korean language teacher for the first 120 hrs max./yr.
- CAPE* supports the salary of the Korean language teacher for extra 120 hrs max./yr.

CAPE's fund will only be available until 2021. Schools will be selected based on the allocation of the Korean language class within the school curriculum, NCEA levels and sustainability of the programme after the CAPE funding.

Applications close on Friday 7 December 2018.

For more information, please visit Korean Education Centre in New Zealand

2019 NZ Korean Study Tour

Expand your horizons and those of your students and your school community by travelling to Korea on the NZ Korea Study Tour 2019 (13-20 April 2019), delivered by the NZ Korean Education Centre. You’ll be with like-minded educators to discover the country, language and culture all the while making valuable Korean connections in order to start or enhance a Korean language and culture programmes in your school, primary, intermediate or secondary, anywhere in Aotearoa.

Applications close on Friday 27 November 2018.

More informations is available on the NZ Korean Education website.

Korea Festival 2018

Auckland has become a Korean cultural playground this spring. Korean Consulate hosted multiple events open to the general public and targeted at New Zealand kids and teenagers for the Korea Festival 2018.

Taekwondo Workshop

On Monday 17 July, a class of senior students from Kimihia Primary School were able to participate in the Korean Cultural Festival. The Consulate of the Republic of Korea arranged Taekwondo lessons for a lucky class of Year 7/8 students by organizing Master Kim from Global Martial Arts to travel from Auckland to Huntly for a two hour introduction session to the sport.

Master Kim explained to the students that Taekwondo is an ancient Korean martial art practised all over the world and was even an Olympic sport. He explained that his passion and dream was to spread Taekwondo as part of Korean Culture throughout the world.

Everyone had nothing but positive words to say about the experience. The students at Kimihia School have commented on how fun it was, saying things like they want to continue learning the sport. Thank you to all involved for the excellent opportunity.

By Abby Han, Kimihia School

K-Food Cooking Classes

On Wednesday 19 September, students from our Year 6-8 class had the opportunity to be involved in a Korean Cooking Class for the first time down at our local community hall. Information forwarded to the school in preparation for this event was clear and concise, outlining the programme, and what was expected of both staff and students.

The students themselves were very enthusiastic, and came well prepared for the experience with the necessary equipment and utensils. Our Year 7/8 students are already involved in a Food Technology Programme each term, and were able to transfer some of their skills across into this programme, working collaboratively in the preparation, cooking and serving of the food.

The programme was delivered efficiently, realistic in terms of what was possible within the established timeframe, and provided a valuable insight into aspects of another culture for our students. We were extremely grateful for the opportunity to be involved, and would welcome the opportunity to be involved again in the future.

By Robert Lewis, Oropi School
Korea Festival 2018 (cont.)

K-Pop Dance Classes

Year 10 Korean class at Westlake Boys’ High School had the pleasure of experiencing a taste of K-Pop dance with Rina Chae over two workshops in September. In the first session, boys were feeling rather shy but by the second workshop, they had totally broken out of their shells and were fully enjoying themselves to the K-pop music. They were learning the choreography of a song called Dramarama, by a popular K-pop boy group, Monsta X. Thanks to Rina’s energy, charisma and encouragement, boys managed to pull off the highlight section of the choreography brilliantly by the end of the workshops. I was so pleased to see their attitude and confidence develop in such a short period of time. I would like to acknowledge the Korean Consulate and Korean Education Centre for funding this programme. It was an excellent opportunity for the students to expand their knowledge and understanding of popular Korean culture.

By Heather Jeen, Westlake Boys High School

Korean Traditional Games

Room 14 went to play traditional games in the Hall. We all dressed up in traditional Korean clothing. It was called a Hanbok and was very beautiful. Next we tried Gukkung, Korean Archery. We used the bow and arrow to hit a target. It was worth 5 points. After that we wrote our names in Korean Calligraphy. It was fun. Everyone could write using calligraphy.

Finally we played Tuho, throwing arrows into jars and scoring points. It was hard but I threw an arrow into the jar 3 times. Before today I didn’t know much about Korea and now I do so I like Korea. I would like to play these games again because it was a lot of fun.

By Rita T., Student, Pinehill School

Korean Language Competition

The Korean Education Centre in New Zealand (Director Il Hyeong Jeong), held the 6th New Zealand Korean language competition on Saturday, 22 September at the University of Auckland to celebrate the Korean language day and the Korean language week.

Around 200 people participated in this event including students from NZ intermediate and secondary schools, Korean language students from the University of Auckland and the Korean Education Centre, and friends and families to support them.

This year, 48 students applied under five different divisions: Intermediate School, Secondary School, Tertiary & Adult (Beginner), Tertiary & Adult (Intermediate), Tertiary & Adult (Advanced). All participants worked hard and showed off their Korean proficiencies on the day.

For the Intermediate School Division, the 1st place prize was awarded to Mia Partridge (Glen Eden Intermediate School) with her topic “My best friend”.

The 1st place prize for the Secondary School Division was awarded to Sandra Yiu (Auckland International College) with her topic “Korean traditional 5 days market”.

The special prize category was created from this year and audiences voted their supporting participants. The special prize was awarded to Lily Shew (Hobsonville Point Secondary School), Emma Winter (St. Dominic’s Catholic College), and Velyade Kimarch (Korean Education Centre).

Various fun activities such as traditional Korean games, traditional Korean clothing dress ups and Korean quiz were also offered throughout the competition and made the day a very special Korean festival that everyone could enjoy.

By Korean Education Centre in New Zealand
**Samoan Language Scholarship**

Fotu o Malama (Association for teachers of Samoan language at secondary and tertiary levels in NZ) is running workshops for teachers to help teachers and students prepare for the Scholarship Exam in November. The workshops have been run at Mangere College after school.

Nofaga: Kolisi o Magele
Taimi: 4.30-6.00pm

**Mataupu:**
Setema 13, 2018 – Tautalaga: Tauanuu Tapu
Setema 27, 2017 – Faitau: Tipalelupe Tuua
Oketopa 18, 2018 – Tusitusiga: Rasela Lafaele

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**Tokelau Language Week**

Reviving the Tokelauan language is the theme of Tokelau Language Week 2018, Te Vaiaho o te Gagana Tokelau

Mālō ni,
Tokelau Language Week 2018 – the final of seven Pacific language weeks supported by the Ministry for Pacific Peoples (MPP) this year has kicked off with the Tokelau community rallying to promote their language, culture and identity in New Zealand.

The theme of this year’s Tokelau Language week is – E kukutia te tiugā lakia. E kukulima kae ala tahi, which translates to – Gather together the flock of birds. Hold hands and go forward in one direction.

Pacific Peoples Minister Aupito William Sio has asked New Zealanders to become champions for the Tokelauan language this week and beyond, to reinvigorate the language, which UNESCO has put on the list of severely endangered languages.

The top Scholar for the Samoan language Scholarship exam has come from the following schools in the last seven years:

2017 – Otahuhu College
2016 – Auckland Girls’ Grammar
2015 – McAuley High School
2014 – Aorere College
2013 – Mangere College
2012 – Mangere College
2011 – McAuley High School
On Friday 28 September, on the last day of Term 3 the Kava Ceremony was held to portray the theme of “Of Fonua”.

Kava is the ceremonial drink, a tradition which dates back to the tenth century on the island of ‘Eueiki in Tonga. The king of Tonga at the time arrived in the island after fishing for so many days. They found the parents of a leprous daughter named Kava and asked for food. There was a drought on the island and no food was found. The parents loved and honoured their king greatly so in order to show their respect, they sacrificed their daughter as an offering for the Tu'i Tonga.

The king dreadfully appreciated the love and the sacrifice that the parents had made and told them to leave the ‘umu to become Kava’s grave and to honour her memory. After several months, two plants had grown, one at the head which was named Kava and the one at the feet was a sugarcane. They took the two plants to the King and since then, Kava had become the ceremonial drink.

The name of their daughter, Kava lives forever in the lives of all Tongans, it is also well known in the Pacific islands and in this world. This act of sacrifice and offering illustrates the 4 Tongan virtues:

1. Fakaapaapa (Respect)
2. Lototö (Humility)
3. Mamahi i me’a (Commitment)
4. Tauhi vaha’a (keeping good relations).

Because our school has all ethnicities and diversities, our Kava ceremony was done to represent everyone in our school community. The principal, in the middle of the circle represents the head of all clans and also to represent all palangis in the school, each teacher represents a chief of each clan, Tongan, Samoan, Maori, Asian. The students sitting beside the chiefs are the matapule (spokesperson) of the chiefs.

Enrich Otahuhu College with the love of duty and service to our school, our country, our community and our people.

By Tina Otunuku, Otahuhu College
¡Bienvenido, Juan!

In this role Juan Ramón will use his skills to support schools and teachers of Spanish to implement the Learning Languages curriculum area, working in close association with the cultural and educational departments at the Spanish Embassy and other bodies. “First, I got a degree in Classical Languages, then I worked in Ireland and the USA teaching Spanish, Latin and Greek, at both secondary and university levels. While teaching I got my master’s degree in Second Language Acquisition at the University of Houston. I also have a bachelor’s degree and PhD in Education. I have been quite busy for the last 30 years or so and I am ready to share my experience and keep on learning in New Zealand now.”

During Juan’s 15 years of teaching and school administration he has delivered workshops, courses and trainings for teachers both secondary and university levels.

Juan’s role is to support the promotion and development of Spanish language education in New Zealand. In particular his focus is on:

- offering workshops, courses and meetings focusing on teaching materials, resources and pedagogy that promote intercultural communicative language teaching in Spanish
- supporting schools with advice and guidance on establishing and sustaining Spanish language programmes
- providing information on networking opportunities for teachers of Spanish
- providing advice and guidance on immersion opportunities, scholarships and professional learning opportunities both in New Zealand and Spain
- providing opportunities for higher education students from both New Zealand and Spain to experience life and education in New Zealand or Spain working as an English or Spanish language assistant
- participating in academic and cultural events

The ILEP team is happy to welcome Juan Ramón Bautista Liébana. Juan is following in Cristóbal’s footsteps as National Spanish Adviser.

Explore 11 Nations at LASFF

The Latin America & Spain Film Festival (LASFF) is a cultural event dedicated to contemporary cinematographic productions from Latin America and Spain. It is a non-profit event which aims to bring together Latin America, Spain and New Zealand through the big screen. In order to reach still larger audiences each year and making the Festival available to all, screenings will be free of charge. Films are being shown over a period of three-and-a-half months, from the beginning of September until mid December at twelve different New Zealand venues: Auckland, Christchurch, Dunedin, Hamilton, Kapiti Coast, New Plymouth, Palmerston North, Queenstown, Taupo, Waiheke Island, Wellington and Whanganui.

The Festival is run by all the Latin American and Spanish Embassies resident in Wellington along with other Latin American Embassies based in Canberra, Australia, and the support of other institutions, such as the Latin America Centre of Asia-Pacific Excellence (CAPE), the Wellington City Council, Massey University and other venues around the country. The Festival has become very popular in the last years and during the 2017 edition, approximately 6,000 spectators enjoyed the films.

In this edition there will be 11 participating nations: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Peru, Spain and Uruguay. This year, the Mexican Embassy in New Zealand has taken over the role of coordinating the Festival.

The selection includes a wide variety of genres, topics and styles, ranging from comedy to drama, giving the general public and movie fans a chance to immerse themselves into the languages – Spanish and Portuguese – as well as the cultural and social aspects of our countries. All the films are subtitled in English and provide the opportunity to hear the different accents of Spanish and Portuguese, celebrating their diversity and richness.

While providing a sense of “home away from home” to the fast-growing Latin American community in New Zealand, LASFF has been gaining popularity over the years and an increasing number of people from a variety of backgrounds have been attending the Festival. As part of this initiative, the Festival is promoting partnerships with academic institutions, art centres and corporate sponsors around the country.

For more information visit the Festival’s website.

By Juan Ramón Bautista Liébana, National Spanish Adviser

¡Qué Onda!

Bajo el paraguas de Wellington Access Radio (106.1 FM), una radio comunitaria, cada martes de 19.30 a 20.00, un grupo de voluntarios ofrece desde 2016 la oportunidad de escuchar las novedades de la comunidad hispanoparlante en español. Afortunadamente, el sítio web de la emisora http://www.accessradio.org.nz permite disfrutar de los últimos programas en formato de podcast, para quien no pueda estar pendiente a la emisión en directo. Además, cuenta con Facebook, Twitter e Instagram. Tejido con noticias, entrevistas y música, el equipo de ¡Qué Onda! ofrece temas de interés para todos. En los últimos programas ha difundido, por ejemplo, el Festival de Cine Latinoamericano y español.
It’s with very fond memories that I am reflecting on my three-month Language Immersion Award in Chile. From April to July I was living in the small town of San Juan, near the port city of San Antonio, Chile. I was placed with a warm, welcoming family and quickly got into the routine of being immersed in local daily life. From Monday to Friday I assisted in English classes at a nearby school for students aged 4-18, where my host ‘mum’ was the principal. As a secondary school teacher, it was great fun working with pre-school and primary aged students, as well as those in their secondary years. The school had around 300 students and ran morning and afternoon schools to accommodate the students in the school’s facilities. The low temperatures were a shock to the system for me. The school didn’t have any heating, so beanies, puffer jackets and high boots were part of the unofficial uniform for both students and teachers alike.

As well as spending time locally with my host family and friends, I explored further afield to take in some of Chile’s diverse landscapes. One of the highlights was my adventure to the Lake District in the south of the country, where I found the strong German influence in the architecture and cuisine particularly interesting. During this trip I was also hosted by an AFS Volunteer for a weekend on Chiloé Island, which is well known for its abundant wildlife, salmon farms and palafitos (houses on stilts over the water). My travels north of San Juan provided a contrast to the green, mountainous terrain of the south. Valparaíso, only an hour to the north, impressed with its brightly painted, hill-hugging houses, street art and markets. This is where my host siblings were studying, so they showed me around both Valparaíso and adjoining Miami-like Viña del Mar. I also explored the Valle del Elqui with my host sister, a valley world renown for its observatories and beautiful starry skies. Happily, Valle del Elqui is also the home to many distilleries that produce pisco, a popular brandy produced in Chile and Peru.

The Ministry of Education Language Immersion Award was an incredibly valuable experience that extended my linguistic and cultural knowledge. Since my return in July, I’ve enjoyed sharing my learning with students, colleagues, family and friends. I also have many amazing memories of the kind and generous people I met I am very grateful for having experienced this fantastic opportunity and am already looking at a possible return trip to visit my friends and family over there.

By Annabel Rowland, Hillcrest High School
Information for Parents
How will my child benefit from learning a language?

Learning benefits
- Instruction in a foreign language can have a direct effect on the development of cognitive skills
- Languages can expand your range of thinking
- Transferable skills gained in a language learning class e.g. discussing in pairs, expressing opinions, working with others, taking part in public discourse
- Learning a new language improves the use of a student’s mother tongue
- Boost brain power
- Develop strategies for learning that are transferable to other languages and other subjects
- Languages are a life-long skill
- Enhance problem-solving skills

Cultural benefits
- Language facility promotes better understanding between cultures
- Relationships with others improve
- Gain better appreciation of other cultures and adds to other subjects such as history, geography, politics, economics, business studies, law
- Very enriching experience
- Increase cultural literacy, cultural enrichment

Social and societal benefits
- Prepare students to live in a multicultural society and fosters greater tolerance
- Strengthen social cohesion, and mutual understanding
- Understand our identity through the study of language
- Languages support communities and can make others feel more included
- A world-class education system must reflect that the world we live in is multi-lingual

Economic benefits
- Increase employability
- Language learning promotes equal opportunities
- Rapid expansion of e-business driving a need for languages ability. Customer expectations and the high stakes of winning or losing business require competence to work in a customer’s language
- Make travelling easier

Adapted from: Subject Centre for Languages, Linguistics and Area Studies, University of Southampton